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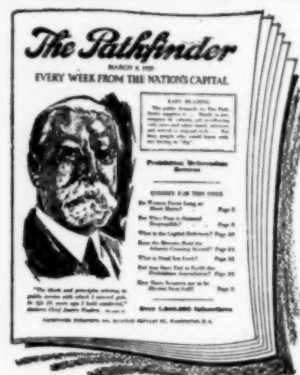
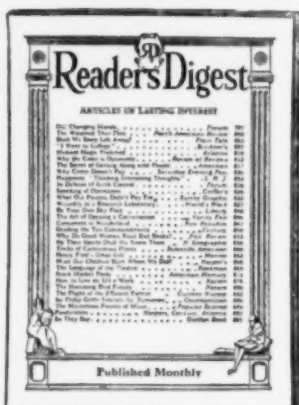
# School Activities

The Extra Curricular Magazine



# MAGAZINES

Our Convenient Club Plan saves both Time and Money



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**School Activities Magazine**

1212 West 13th Street

TOPEKA, KANSAS

## THE INDIVIDUAL IN EXTRA CURRICULAR ACTIVITIES.

EDWIN MILTON BELLES,  
Ass't Professor Education, University of Kansas.

The tremendous social and economic changes of the past fifty years have had a profound effect in shaping a new philosophy of education and a new program in education. On the other hand educational changes play an increasingly important part in the reshaping of our social and economic structure. The school of today is realizing as never before that it is a vital part of real energetic present living. Yet the school itself is a lifeless structure receiving its realness, its energy, its living from the youth who make up the school. When we say that the school of today is vital, real, full of energetic living, we are saying that the young people in our schools are actively engaged in purposeful living, are co-operating in school activities vital to their interests, are assimilating knowledge for a cultural background, are developing socially useful habit patterns, are establishing advantageous emotional attitudes and are consciously and unconsciously developing a philosophy of life—a plan of living.

The school in its attempt to live as a social organism, among other organisms of the social order, has found it necessary to broaden its curriculum and really socialize its objectives. To meet these new objectives it enlarged and enriched its conventional curriculum and developed a non-conventional curriculum known as the extra curriculum activities.

The new school requires a new type of preparation on the part of the teacher. Thorough mastery of subject matter is not sufficient. The teacher is both a curricular and an extra-curricular teacher. Life is not only to be interpreted through the curriculum activities in history, Latin, algebra but through the extra curriculum activities in home room guidance, club life, athletic competition, dramatics. The teacher to be most useful and therefore most successful in this program must have a broad cultural background and life must be meaningful and purposeful.

Supervising a club may be merely the routine of holding an election, inducing a committee to give sufficient thought to work out a creditable program and maintaining order while the chairman conducts the meetings. Proper supervision presupposes some understanding of the na-

ture of high school boys and girls. The teacher must know that the forces of society are continually conditioning and reconditioning the individual. Outside influences are interpreted in terms of organic heredity, previous experiences, accompanying stimuli, physical tone and present emotional state. The school, the club and the teacher himself are vital forces in this process. Instead of thinking in terms of election formalities the teacher thinks in terms of training wise and safe leadership and intelligent fellowship. It is so easy to be misled into believing that efficiency in program production is the end for which the supervisor of an organization should strive. The program, in reality, is merely the means by which the objectives of extra curricular activities and of education may be attained. Through the program individual initiative may be discovered, imagination stirred, self-reflection and self-direction fostered.

It is a fundamental that we want to repeat those things which give pleasure and satisfaction. Satisfaction should be attached to that activity which we wish repeated and dissatisfaction to that which we wish discontinued. The boy who plays truant because school is dissatisfying, by way of correction, is given more school through detention after hours. Some schools set up an elaborate court system in order to take care of infraction of rules. The offender is brought before a court of his peers—a jury of good men, tried and true. The student senate has its representative to present its case, the criminal at the bar is allowed his lawyer, a youthful judge presides. A wonderful show! What normal full blooded boy would not delight in breaking a rule in order to set this machinery in motion and thereby become the center of attention? Perhaps he may win. There is a sporting chance.

Praise is a strong incentive. Sometime ago a popular magazine carried an article concerning efficiency in production. The author stated that if you wished to slow down cash receipts criticise your workmen. Who does not work better in an environment of helpful sympathetic encouragement and praise rather than one heavy with criticism and misunderstanding? It may be necessary sometime to state that the cheat will be punished if caught. But if the fear of punishment is the only influence the youth will probably never grow into a being who can be trusted when punishment is not likely.



## Comedy Cues

For the READER who enjoys a laugh and who reads jokes for his own amusement.  
For the ENTERTAINER who needs jokes and other humorous material out of which to produce comedy acts.

For the SPEAKER who in conversation or public address would liven up his remarks with humorous illustrations.

"A good example of chaos," remarked Brun, as he seated himself in the quick lunch room. "Just listen to the crash-bang-rattle behind those swinging doors that lead into the kitchen."

"Chaos is right," agreed his friend Schweiger. "And our waiter is the chap that brings the order out of it."—*The Pathfinder*.

Boss: "Business is a little dull, Ole; I must lay you off."

Swede: "Oh, I wouldn't do that. It don't take much to keep me busy."

### SOME MEAN PUNCHES.

Street Brawler: "Look 'ere, my friend, let me tell you this: When I 'its a man 'e remembers it."

The Other: "O, 'e do, do 'e? Well, when I 'its 'im, 'e don't."

Mr. Whitson: "I should like you all to take more pride in your personal appearance. Now, you, Charles, how many shirts do you wear a week?"

Charles: "Do you mean how many weeks do I wear a shirt?"

"Here comes the parade, and your Aunt Helen will miss it. Where is she?"

"She's upstairs waving her hair."

"Mercy! Can't she afford a flag?"

"Did you hear that Balboa is earning \$20 a night playing his fiddle? Just think—\$5 a string."

"He ought to learn to play the harp."—*The Pathfinder*.

MacDonald: "That's a poor blade you've got on your safety razor, Sandy."

MacTavish: "Well, it was good enough for my father and it's good enough for me."

Teacher: "Myrtle, what was the Mayflower Compact?"

Myrtle: "I don't know, but I think it is what the ladies carried their powder in."

### WHAT'S A CLOTHES-HORSE?

Smith: "Say, Brown, do you know what a nightmare is?"

Brown: "No, I don't. I never had one. Do you know?"

Smith: "Yes, a milkman's horse."

Bill, the hired man, asked little Freddie to pass the salt. Looking at his mother first, Freddie asked:

"Shall I give Bill the salt? Daddy said he wasn't worth it."—*The Pathfinder*.

### THIS CRUEL WORLD.

"After I'd sung my encore, I heard a gentleman from one of the papers call out, 'Fine! Fine!'"

"Dear me! And did you have to pay it?"

Teacher: "Why haven't you been at school this week, Johnny?"

John: "I had the chimney disease."

Teacher: "What is that, Johnny?"

John: "The flu."

### ANOTHER FARM RELIEF SCHEME.

Farmer: "No, I wouldn't think o' chargin' ye fer the cider. That'd be boot-leggin'—an' praise the Lord, I ain't come t' that yit. The peck of potatoes 'll be five dollars."

Lecturer: "Allow me, before I close, to repeat the words of the immortal Webster—"

Farmer Podsnap: "Lan' sakes, Maria, let's git out o' here. He's a-goin' ter start in on the dictionary."—*The Pathfinder*.

### BEFORE SIGNING OFF.

Three-year-old Nancy's father had installed a new radio. Nancy listened with rapt attention to everything, music, speeches, and station announcements.

That night she knelt to say her prayers. At the end she paused a moment and then said: "Tomorrow night at this time there will be another prayer."



# SCHOOL ACTIVITIES

## *The Extra Curricular Magazine*

PUBLISHED MONTHLY  
DURING THE SCHOOL TERM BY

SCHOOL ACTIVITIES PUBLISHING CO.

1212 West 13th St., Topeka, Kansas

C. R. VAN NICE, EDITOR

R. G. GROSS, BUSINESS MANAGER

Single Copy, 20 cents

\$1.50 per Year

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## As the Editor Sees It—

The club sponsor is often asked how many there should be on a committee. If he has in mind the task of making work go around, he will recommend five, perhaps even more, but if he is interested mainly in getting the work done quickly and well, he will consider three or less quite enough. A committee of one is built for speed, efficiency, and safety. The rule that "one boy's a whole boy, two boys are half a boy, and three boys are no boy at all" may be applied as well to girls and demonstrated in any high school club work.

It should be remembered, however, that club activities are carried on for the sake of the members doing the work, not for the sake of the work done. A task only fairly well completed, if it has called for organization and concerted effort on the part of a group, has served a more worthy purpose than has one which has challenged only an individual—and many times the same individuals are used repeatedly.

Let's not be too hard on the publishers of plays we do not like. Perhaps they were written and published for people of some other time and place. Nothing will appeal to the grown-ups of Hickory Holler and at the same time to the patrons of a fashionable East Side section. A 1931 school will have no time for an 1880 entertainment feature, although plays of that date are still in print.

Boy scouts do not go to reform schools. Records show that only one-fifth of one per cent of reform school inmates have been members of boy scout troops.

High school athletics is more than sport.

There is no more conclusive proof of this fact than the high mortality rate among "town" teams and "alumni" teams.

### What Was Good Enough for Me, Etc.

A firm employed a young man for the advantage of connections with his wealthy family. He proved pitifully incompetent for either position or job. Now that he is again at leisure, he has time to give advice on matters of education, politics, and religion. He professes to be a strong exponent of book learning, but he believes that these times are no times for the play activities of auditorium and gymnasium. Pathetic in his lack of personality, power of leadership, and insight into human nature, he cries out against extra curricular activities. He got along without them. And how!

Now is a good time to check up on any money that may be available. School clubs, departments, and classes graduated in years past may have left bank balances. In some states such accounts become state property after a stated length of time. In other states they lie unclaimed

indefinitely. The school's guarantee that the treasurers in charge of such funds will be freed from liability is often sufficient to get such balances for school use. In cases where you have lost track of the person in charge of such funds, or in case that custodian has died, a friendly bank will be glad to help the school and to get a dead account off its books.

Extra curricular activities have the avowed task of developing the right kind of leaders and the equally important task of developing the right kind of followers.

### NEXT MONTH

#### And in Subsequent Issues:

Scholarship Contests, by H. E. Schrammel.

Pageantry and the Extra-Curriculars, by Lena Martin Smith.

Balancing the Year's Dramatic Diet, by Mabel Winnetta Reid.

Social Life in High School, by Jacob G. Franz.

The Boy with the Bagpipe—a play in one act, by Marilouise Metcalfe Isom.

The New License—a monolog, by Mildred Rieman Lennard.

Other Non-royalty Plays, Stunts, Monologs, Games, Money-making Plans, and Feature Articles in the Field of Extra Curricular Activities.

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Someone has said, "We get men and women of honor when we treat boys and girls as candidates for such trust. Trustworthiness grows by being trusted."

The supervisor must be a diagnostician. He can not conduct extra curricular activities according to rule. Situations and individual cases must be diagnosed point by point and individual prescription made. A comment made to the proverbial Benjamin Franklin was to the effect that it is very difficult for two persons to carry on a conversation as there are so many of them talking. There is James as James conceives himself to be, James as John thinks him to be, and James as his Maker really made him. Then there is John as John conceives himself to be, John as James thinks him to be and John as his Maker really made him. Thus according to the autocrat, with all six persons talking it is very difficult for two people to carry on a conversation. So it is in extra curricular activities. The teacher must not only learn the difference between James and John but be able to handle situations in terms of the particular James involved at that time. Highly important is the type of adjustment which James makes to the situation or to the various elements within the situation. His adjustment should further that balance in personality traits which tends to give added controls in human conduct.

Definite skills and techniques must be established in club work, home room procedure, athletics, debate and the like. That is the easy part of the lesson and many times substituted as the whole lesson. For the full measure of success in extra curricular activities it is essential that the supervisor realize that he does not have a sacred body of facts and principles and beliefs with which to deal but that he is working with a human being, an extremely delicate instrument capable of recording, not only meaning but shades of meaning; a highly sensitized instrument capable of being thrown into extreme agitation by almost imperceptible variations in its environment.

#### STUDENT ACTIVITY RECORDS.

Every school needs a system by which to keep and keep accessible the extra curricular records of students. The McCormick-Mathers Co., Wichita, Kansas, offers a system that is meeting that need in a great way.

### FIFTY DO'S AND DON'TS FOR THE ASSEMBLY PROGRAM.

HAROLD D. MEYER.

University of North Carolina.

(This is the second of a series of articles by this noted writer in the field of extra curricular activities. "Four Thoughts for the Homeroom Teacher" appeared last month.)

1. *Place in School Program.* Here is one of the most potential periods of the school program. The new assembly period as distinguished from the old chapel period should find an effective place, for its very being bespeaks opportunity for the cardinal principles and objectives of modern education. Be sure that you know the new assembly type and give it a fitting place in the school program.

2. *Aims.* Formulate definite aims. Set up specific objectives. Set up the program, promote the cardinal principles, coordinate the curricula, stimulate pupil interest, develop better morale, foster "togetherness" and so on. Study opportunities.

3. *Principles.* Have a set of principles,—ideas and policies of activity. In Chapter I of "Assembly and Auditorium Activities," by McKown, seventeen fundamental principles are set forth. Check these as you build your own program.

4. *Organization.* You cannot expect success of the program without organization. Plan ahead, to get lasting values. The period cannot exist from day to day. It cannot simply dawn on you that "Today is assembly period time—what can we do?" Plan—study—promote wholesome organization.

5. *Control.* While the new assembly seemingly relegates the principal to control rather than direct participation, in reality it offers opportunities for the best advancement of administrative techniques. There is no need for despotism—there is need for control—a guiding hand, firm and sure, on the whole program. This is the place the principal should occupy—the control.

6. *Social Motive.* The period can promote socialization in the largest sense for better school morale, "togetherness," unity, concerted action, citizenship, understanding—all applicable to modern life.

7. *Assembly Committee.* Have an assembly committee. This committee may be composed of representatives from faculty and students. It need not be too large, but should be selected on basis of ability, need, workableness and interest. Let it have power to function—to de-

velop. Obtain the best suited material to compose the committee.

8. *Time.* The best principle to use here is to select time according to local conditions and situations. The popular time is the first period in the day. Some schools use the last period and others the period before the noon hour. Study *time* carefully and in choosing consider the pupil as well as the program.

9. *Length.* Have a full school period or none at all. It is impossible to advance the values in less time. Have as many periods as the calendar will permit.

10. *Time Element.* Start on time and stop on time. Promptness in directing programs is one of the finest lessons. Evaluate time element of each part of program. Let each individual or group know the time available and present material within this time. Insist on conformity here.

11. *Assembly Calendar.* The committee should plan the program for a full scholastic year if possible—certainly for months ahead. Have a calendar. Plan theme for year. Try to develop continuity in programs.

12. *Presiding Officer.* For each program have a presiding officer, preferably a pupil. Sometimes use the faculty. Change the officer frequently. See that the officer understands the programs and has the technique of leadership.

13. *Attendance.* An interesting program will assure attendance. It will curtail tardiness and check absences. Demand attendance of all. Have a quick system of checking attendance. Provide a plan of seating.

14. *Community Attendance.* At various times allow the community to attend programs. Encourage parents to regular attendance. Provide space for them. Some of the finest relationships of school are promoted through this method.

15. *The Audience.* Have a *Code* for audience etiquette. This is one of the finest opportunities the period offers. Never lose the chance to teach the ethics of group occasions. Never hesitate to discipline needed cases.

16. *Announcements.* Try to direct announcements through school paper, bulletin board, home rooms and so on. If necessity demands announcements have a time for them that does not interfere with value of program. Make them short, definite, concise.

17. *Flexibility.* There are times when an immediate consideration must be given to some interest, event or opportunity. A notable just passing through town, a community event developed over night and the like. Do not let the program be so rigidly planned as not to allow for change.

18. *Publicity.* Be sure that the pupils know about the programs, when, where, and what is going on. Also give publicity to worth-while programs through community channels.

19. *Propaganda.* Avoid having the period used by propagandist and commercialized advertising. So often a speaker has a message which ends in "buy this" or "support this." Embarrassing situations can be avoided here by knowing what is going to be done.

20. *Relation to Curricular Work.* Have many programs grow out of curricular work and promote curricular interests. Opportunities arise constantly where good curricular instruction can be used for program material.

21. *Talent.* Study available and potential talent. The student body often possesses unusual usable talent. Often talents are stimulated through these activities. Be ever alert for the original, unique, different, entertaining pupils.

22. *Preparation.* Never allow a program to be given without proper preparation. Let the committee assign someone to the task of hearing rehearsals and planning the program. Know what is to be done and said. Know that the individual or group is ready to perform.

23. *Types of Programs.* Variety is a necessity for interest. Promote many types of program. Drift away from the lecture type. Develop the activity types. Much stress is given *Types* by writers on assembly program.

24. *Essentials of a Good Program.* Wagner in his volume on assembly programs gives four requirements for a good program:

- a. Definiteness of purpose.
- b. Adaptation to group.
- c. Principle of communication.
- d. Principle of appropriateness.

25. *Devices.* There are many devices to use for program activity—talks, dramatization, moving pictures, debates, exhibits, demonstration, pageants, competitions and others. Use as many as you can think of. Never go stale.

26. *Installations.* Use the period to install student government officers, to grant

club charters, to present pupils for honors and prizes. The period offers the opportunity for full acknowledgment and recognition.

27. *Student Government.* The period should always be available for the student government. Here is your full citizenry. This is the place for expression of pupil opinion and molding of school spirit and understanding.

28. *Use of Faculty.* The new assembly does not attempt to discard the faculty. It gives the faculty added responsibility in leadership. Too, let the faculty as a whole and by individual members participate in programs. The pupils always delight in faculty participation.

29. *Devotional.* In some states the devotional exercise is required, in others prohibited. Use judgment here. Do not offend. Have reverence a characteristic of all programs.

30. *Civic.* Principles of democracy, explanation of forms of government, demonstration of parliamentary procedure, mock legislative meetings, methods of passing laws and numerous other forces can be admirably sponsored through the assembly.

31. *Current Interests.* There is no more interesting program than current topics—international, national, regional, and local events portrayed and explained through an assembly program. This helps develop an informed citizenship.

32. *Community Interest.* The Community Chest drive, the Cleanup Campaign, Library Week, County Fair, clinics, conventions and numerous activities are constantly a part of community life. The assembly can be used to correlate and co-ordinate school interest and participation in these activities.

33. *Aesthetic.* Whatever is done, try to have it done beautifully, in the method of presentation, the environment, music, flowers, color, art and so on. Use the period to create a love and an appreciation of the beautiful.

34. *Entertainment.* Let's not have the programs too heavy. Inculcate a happy spirit about the period. Use it to entertain in the full meaning of that word.

35. *A Year's Program.* Often the committee can have a definite theme for the year. The Children's Charter, the Cardinal Principles of Education, the Vacations, and so on.

36. *Music.* Have some programs entirely devoted to music. Use the chorus,

orchestra, glee club, special numbers or a variety of music. A bit of music in each program helps the situation.

37. *Pep Meetings.* The period offers a fine time for pep meetings of all kinds, for learning yells, singing school songs, presenting teams, for rallies before games, lessons in sportsmanship, plans for receiving visiting teams and celebrating victories. These events afford fine pedagogical opportunities.

38. *Special Days.* There are national, state, and local holidays, religious days, topical days, significant weeks, and other special occasions. The assembly offers the best medium for school-wide recognition of these occasions.

39. *Agencies.* There are many of them—Boy Scouts, Girl Scouts, 4-H Clubs, Pioneers, Rangers, Hi-Y, Parent-Teacher Associations, civic groups, religious groups and educational units all striving to promote a program. Should the school desire to recognize a particular agency the assembly period is the place. It might be good to have an "Agency Day" when all of them are granted a hearing.

40. *Individual.* In every community there are individuals who command deserved respect and attention. Invite some of these to be on the assembly program. A native citizen, a hero, a writer, an inventor, or a successful man or woman in any line. There are some excellent possibilities in this, but do not overdo it.

41. *Public Welfare.* It is of certain advantage to have the pupils cognizant of "how the other half live." From time to time present to them, in various ways, the pathology of society.

42. *Extra Curricular Activities.* Give the extra curricular activities an opportunity for program use. The publications, student government, home rooms, athletic groups, and all the rest should be given time to inform the student body of their work. Here again it may prove best to have "An Activity Program."

43. *Instructional Program.* Transfer the class room to the stage sometimes. Put on demonstrations in chemistry, physics, and the other sciences. Dramatize historical events, conduct a model classroom recitation. This type of program offers real expression and originality.

44. *Sources and Equipment.* Accumulate, collect, and save all materials and equipment used for programs. Have a place for all properties. Study sources



where material is available for program uses.

45. *Testing a Program.* Go back to the four requirements for a good program and test your program accordingly. Has it succeeded in promoting its purpose, was it adapted to the group who received it, did the program "get across" in all ways, and was it appropriate to the occasion, time, place?

46. *Exchanging Program.* When you hear of some excellent program given in a neighboring school request that it come to your school. Make your best programs available to others.

47. *Experiences.* Let the program of next year gain from the experiences of this year. Benefit by mistakes and stress values. Especially check overlapping and constant repetition.

48. *Variation.* Keep the student body alert in expectation. Never let them get to the point where interest lags because "it's the same old thing." Offer surprises, change type of program often. Present unexpected. Challenge thinking.

49. *References.* Here are a few good references:

"Assembly Programs," by C. Channing Wagner.

"Assembly and Auditorium Activities," by H. C. McKown.

Chapters in standard works on Extra Curricular Activities by Foster, Fretwell, Wilds, Terry, Jordan, Draper and Roberts, Roemer and Allen, and Meyer.

50. *Morale.* Drive for and insist on the assembly program building wholesome school morale. This can be its best contribution to school life. In so far as it promotes better citizenship and a happier individual it is successful. In so far as it fails to do this it is not fulfilling its potential powers.

The books to which the above article refers are on the SCHOOL ACTIVITIES BOOK SHELF and may be ordered from this magazine.

## WHY SHOULD OUR SCHOOL GET OUT AN ANNUAL?

By R. R. MAPLEDEN.

I welcome this opportunity to speak to a group who, as Dr. Fretwell tells me, are anxious to consider all sides of the question. In what I have to say, I recognize that I am presenting my own ideas, and that these ideas may or may not be the same as those of your instructors.

The answer to any question depends largely on the spirit in which it is asked. To the closed mind, no answer can be convincing—not even answers to those taxpayers who ask, "Why should our high school have an expensive new building?" "Why should we pay our principal more money than I make myself?"

In the open-minded consideration of the school annual, it is necessary to consider not only what it has been, but also what it can be. It will be well, however, first to take a brief look at the history of the case, to see how it all came about.

Since the most frequent objection to the annual is its cost, it will startle many to hear that the original reason for its existence was to save money. The "half-tone" engraving, making possible the reproduction of photographs, did not come into general use until the early '90's. Because school days are and always have been among the happiest and most memorable epochs of a normal life, students had always made more or less elaborate collections of photographs, programs, and other mementoes. Some enterprising genius saw that with these new-fangled half-tones it would be cheaper to make a book than these collections of photographs. As the idea spread and took form, it was also observed that the yearbook was more complete, better organized, more convenient, and more permanent than the awkward, bulky memory books or loose collections.

These factors still remain the essential services of the yearbook, and they will always continue to be important. Except in the very small schools, the annual still costs less to produce than individual memory books.

The motive behind it all grows out of an instinct which is a fundamental of human nature. It seems to be a fashion, in certain ultra-smart teaching circles, to deride it as cheap and silly; but if it is, so also is every monument erected by the human race, from the pyramids of ancient Egypt down to our own Lincoln Memorial and Tomb of the Unknown Soldier. It

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is one of the primary ways in which man differs from the beasts of the field. Teachers and others who get bored with school routine should remember that it is once-in-a-lifetime experience for the average individual. Nor is it likely to build up future esteem for the schools and the teaching profession if teachers depreciate and ridicule youthful efforts to preserve school-day memories.

The annuals of the past have had plenty of faults, goodness knows; but they were not and are not inherent faults, any more than automobile accidents prove that automobiles should be prohibited. The fault is not with the car, but with the way it is operated; and the same is true of school annuals. It is the step-child, the Cinderella of the family of school activities, the only important one without advisers of specialized training. In fact, the annual is the sole surviving *extra* curricular—the only 100% amateur. It is an interesting conjecture as to how well athletics or music or debate would have fared if they had been administered in the haphazard way common to annuals.

This much at least is sure—that when the annual is given interested, constructive thought and capable supervision in somewhat the same spirit and measure as other activities, it returns rich rewards, as a good many schools and school administrators have learned.

But the greatest interest and significance to be found in the annual today are in latent powers which have long gone unrealized and unused. Produced primarily for the graduating class, its influence upon the underclasses, and upon the parents and the community, has been thought of only in a negative way. Yet the yearbook has values along these lines which are unique.

In promoting a better understanding of the school and its work in the community, and especially of the need for adequate financial support, the great need and the great difficulty are the same. That is to present the *whole* school program—to give a real idea of its scope. It is, of course, far more diversified than the average adult realizes, basing his notions on school experience of ten to fifty years ago.

Speeches won't do it—people won't listen nowa-days. Being a "good fellow," belonging to a luncheon club, or singing in a church choir, won't do it. Evening demonstration sessions are too artificial and limited to be convincing.

Some have turned to the school newspaper with this objective in mind; but the newspaper is weakest at the most essential point—it can only show a little at a time. Only in the annual, teeming in interest, can the myriad phases of the school's work and life and service go by in one mighty parade.

The fact that this has been done so little by the annuals of the past is of no more consequence than the lack of use of electricity in Ben Franklin's day; and we are already in the process of turning these latent powers of the annual to good account. A new type of school annual is making its appearance, which gives a better-rounded picture of high school life as it really is, and which is therefore a better memory book as well as more representative of the school.

These new-type books take varying forms, and it is desirable that they should; but all grow out of the same basic process—the cutting away of traditional concepts of the form and content of the yearbook; a fresh appraisal with clear eyes of what makes up a year of school; and the selection of material on the basis of the facts revealed by the appraisal. The inevitable result is emphasis on the school's work rather than on its play aspect.

Pictures strangely foreign to the conventional type of annual, yet as familiar to the eye as one's own mirror, take a large place in the new book—pictures of classrooms and homerooms, of laboratories and shops, of the library, the assembly, the office, the gymnasium, and even of the cafeteria and the lines of lockers in the halls. Furthermore, these pictures are not merely empty "views," but are filled with life and action, showing the classes in session, the labs and shops going full tilt, the assembly crowded. The "write-ups" give the meaning and purpose of all this activity. The pictures of the superintendent, the principal, and the school board are not accompanied by stereotyped "greetings," but tell of their working functions and how they prepared for them.

Naturally, this new content requires new groupings. One plan of organization divides the major portion of the book according to departments of study—Science, Foreign Languages, English, etc.; and places the extra curricular activities with the subjects out of which they grow—Le Cercle Francais with Foreign Languages, for example. This leads to one

interesting and healthy grouping—the placing of athletics under physical education, with a resulting tendency to give girls' athletics, intra-mural leagues and gym classes a truer importance.

In fact, this new atmosphere of realism has several odd but highly desirable results. It tends to restore scholarship to its place at the top of all other school achievements. It gives a new spontaneity to the writing—and incidentally, the new idea is to have this done by a great many students, or by English classes, instead of by a very few staff members. Curiously, too, the "art work" of opening and division pages—so often an ill-balanced source of cost and grief—become matters of far less consequence against this background of realism; while good taste in arrangement and proportions take on added importance. Above all, the book has a greater vital interest for every member of the student body, no matter how humble.

All of which suggests another major service which the annual can render in a quiet, inconspicuous way which is essential to the purpose. It registers its judgments of the importance of things, or their lack of importance, in an air of considered finality which is tremendously if subconsciously effective with students. It is a tool ready to the hand for adjusting student values, for emphasizing those things that have been under-rated, for letting down those that need deflation.

The "mysteries" of technical matters in the production of the book have been eliminated by the services and counsel provided by modern specialists in these matters. They may be mastered in a single year's experience by an intelligent adviser who actively uses his opportunities to learn. Almost any bright student knows more about these things at the end of his editorship, than does the adviser who doesn't want to learn.

In any question of cost, the real issue is relative value—what do you get for your money? The individual student gets more for his money out of the annual than out of any other activity. It is certainly the only one out of which he gets anything tangible, objective, definitely permanent. A play, concert, athletic event, or a club meeting give the participants good training and the audience a pleasant evening—but nothing that can be weighed or measured; whereas the annual gives its buyer something which he can see and handle, and add to his

possessions. Putting it on a basis of hours, the annual gives him not just one or two, but ten or twenty hours of immediate pleasure, and more in the future. To get at the real value of an annual, try to buy it from him twenty years after. Dollar for dollar, the average student, the bulk of the school, gets more for his money out of his annual than out of any other activity.

But the annual does not compete with other activities. It promotes them all, and it extends their benefits by recalling them to memory over and over, when they would otherwise be forgotten. Most of all, however, the annual serves the school as a whole.

A good school deserves a good, yearly, permanent record. How else—save by the annual?—*The Scholastic*.

### In Apple Time.

In apple pickin', years ago, my father'd say to me,

"There's jest a few big fellers, Jim, away up in the tree;

You shinny up an' git 'em. Don't let any of 'em fall,

Fur fallen fruit is scarcely wuth the getherin' at all."

I'd climb up to the very peak o' that old apple tree,

'N find them apples waitin'. My! What bouncin' ones they'd be!

Then, with the biggest in my mouth, I'd climb down again,

'N tho' I tore my pantaloons, it didn't matter then.

Since then, in all my ups an' downs, an' travelin' around,

I never saw good apples, boys, a lyin' on the ground.

Sometimes, of course, they look all right; the outside may be fair;

But when you come to taste 'em, you'll find a worm hole there.

Then leave behind the windfalls, and the fruit on branches low;

The crowd grows smaller all the time the higher up you go.

The top has many prizes that are temptin' you an' me,

But if we want to git 'em, we've got to climb the tree.

—ERNEST NEAL LYON.



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## PROGRESSIVE EDUCATION ASSOCIATION

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## NEWS MIT DER LETTER.

September the two.  
States of The United.

Mein dear Cousin Hans:

I now take my pen and ink in hand to write you mit a lead pencil. We do not lif where we used to life, we lif where we have moved. I hate to say it, but your dear old aunt what you luffed so weel is dead. She died of new monia on New Year's day in New Orleans at fifteen minutes in front of five. Some people think she had population of the heart. De doctor gave up all hope when she died, her breath all leaked out. She leaves a family of two boys, two calves and two cows. Old Mrs. Offenblock is very sick, she is at deaths door and de doctor thinks he can pull her thru. She has such a nice little boy, he is chust like a human beast. I took him to the hosbital to see the sick people, we had a lofly times. Your bruddr Gus took our dog Fido down to the saw milss yesterday to haf a fight. He runned up against one of the circular saws, he only lasted one round. All de Grassen-blocks family have de mumps and are having a sweel time. I am sending your black overcoats by express. In order to

safe express charges, I cut de buttons off. You will find them in the insides pocket. Hans Kratz was sick. De doctor told him to take something so he went down the street and met Ikey Cohen and took his watch. Ikey Cohen had him arrested and got a lawyer. De lawyer got the case and Hans got the works. We have 30 chickens and a fine dog.

De chickens are laying six eggs a day. De dog is laying behind the stove. Just heard they formed an operation on Mrs. Offenback between de dinning room and de conservator but she died between eight o'clock. De people is dying around here vot nefer died before. Hans I wish we were closer apart, I am awful lonesome since we separated together. Your brudder Frank is getting along fine mit de small pox and he hopes he finds you de same. Hoping you will write sooner. I remain here.

Your cousin, MAX.

P. X. if you don't get this letter, let me know and I will write you another von soon.

P. X. No. 2, Haf just received the \$10.00 vot I owe you but haf closed up de letter and won't get it in.—*The Gleaner.*

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*Cast of Characters.*

Young Farmer—Harold Austin, dressed in spruce overalls and hickory hat.

Three Bachelor Uncles—Uncle Shem, Uncle Ham, Uncle Japhet.

The Extravagant Girl—Evelyn.

The Giggling Girl—Barbara Jeanne.

The Movie Fan—Muriel.

The Weepy Girl—Elsie.

The All-round Girl (either 4-H, Girl Reserve, or whatever type you are featuring)—Judith.

Scene—Farm Bureau office, with desk, chairs, etc.

Time—1931.

(Harold stands talking over the phone.)

HAROLD: Yes, Uncle Japhet, you can bring them up. Tell them I'm looking for an office girl for the filling station—tell them anything except that I'm looking for a wife. That would spoil it all. (Hangs up phone.)

(Harold sits at desk and appears to write in a ledger. Enter Uncle Japhet with Evelyn and Barbara Jeanne.)

UNCLE J.: Harold, you want to meet a couple of my friends. Evelyn is attending Stanford, and home for the summer. Both she and Barbara Jeanne think they'd like work for the summer, and I told them you'd be needing an attendant at the station.

HAROLD: How do you do, girls. Won't you be seated?

BARBARA J. (giggling all the time): I'm terribly crazy to work. I think it would be darling to keep little books and punch a big old cash register all the time!

HAROLD: Have you had any business experience?

BARBARA J.: Yes, I worked a week in Madam Staley's beauty shop, but (giggling constantly) I just couldn't stand it—no men around! I just got so homesick for the sight of a man, I thought I'd just die!

(Enter Uncle Ham, with Muriel, the movie fan.)

UNCLE J.: Hello, Ham. Come over and meet Evelyn and Barbara Jeanne, a

couple of my friends who are applying for Harold's office job at the station. (Everybody acknowledges introductions.)

UNCLE HAM: And this is Muriel, everybody.

HAROLD: Just let me finish with Miss Evelyn. (He turns to her.) How about your business experience?

EVELYN: Well, I haven't exactly had any experience, except writing checks. Dad says I do plenty of that. But my scrawny little allowance of fifty dollars a week hardly keeps me in shows and manicures. So I thought I'd get a little job, and help keep the wolf from the door. Mom says I shouldn't spend three-fifty for a pair of hose; but a girl can't look like a frump! And of course I have to have a lot of new clothes—driving a car is so hard on clothes, don't you think?

HAROLD: There wouldn't be so much time for driving if you were in the station.

EVELYN: Well, I wouldn't care, just so I made a lot of money. I just can't keep my bills paid with the little dab that Dad gives me.

HAROLD: If you and Miss Barbara Jeanne will just write your names and phone numbers here on this pad, I'll let you know when I decide. (They write and leave, with goodbyes.)

UNCLE JAPHET: Whew! Interviewing prospective office attendants is a man-sized task! But those are two mighty clever girls I brought up.

UNCLE HAM: And Muriel is another.

MURIEL: You know, Harold makes me think of Skeet Gallagher.

HAROLD: Thanks, a lot.

MURIEL: And you know, your uncles remind me of the two main fellows in "The Cohens and the Kelly's". That's about the cleverest serio-comedy I ever saw. Didn't you just adore it?

UNCLE HAM: Doubt if we saw it, Muriel.

HAROLD: You say you're looking for work?

MURIEL: Yes. You see, Billie Dove was working in a filling station when she fell in love with the manager; that was in "Drop In and Gas with Us"—the raciest comedy of the season. It was terribly romantic.

HAROLD: Did you ever keep a set of books, or operate a cash register?

MURIEL: N-n-n-n-o, but I've been practicing shooting a pistol, and when they hold up the station, I'll capture the ban-



did in "Alone—Yet not Alone." I think that's her snappiest picture so far, don't you? (Harold signals Uncle Ham to take her away. Shakes his head despondently.)

UNCLE HAM: Well, Muriel, what's on tonight? Let's go down to the Granada theater, and take in one of your favorite actors. You don't care about any station job.

(Harold, left alone, mops his brow. Uncle Japhet grins to himself.)

UNCLE J.: I've got one more candidate in mind. I'll slip out and bring her in—or, better, I'll phone her to come over.

HAROLD: Don't think I can live through many more such interviews! I'll read over the list so far: Evelyn, the girl that can't live on \$50 a week spending money. That wouldn't do for a farmer's wife! Barbara Jeanne, the girl with the perpetual giggles. Life isn't all a joke! Muriel, the movie fan—life isn't real to her—it's a movie romance!

UNCLE J. (phoning): 23 R 4, rural. Yes. . . . Hello, is Judith there? Oh, yes. . . . Is she coming in town today? . . . Oh, then she'll be here.

Thank you.

UNCLE SHEM (appearing at the door and poking his head in roguishly): Is it safe to bring a friend in here?

HAROLD: Come ahead. We've been through the war, and nothing you could possibly do would be worse.

(Uncle Shem enters, bringing Elsie, who never smiles the whole time.)

UNCLE SHEM: Harold, this is Elsie. She's sort of interested in your station opening.

HAROLD: I see. Won't you register here, Miss Elsie?

ELSIE (reading the names written before): If that is the class you want, I won't possibly do. Muriel does nothing but run to the movies. Barbara Jeanne is too frivolous for words. And John D. Rockefeller himself couldn't keep Evelyn in money. Really, I don't know what the world is coming to!

HAROLD: Just leave your name, and if you are best qualified, I'll call you later.

ELSIE: My poor mother has been left with three children, a mortgaged farm, and no means of support, except helping neighbors with plain sewing, now and then. We need the work terribly, Mr. Austin. We have taxes and interest, insurance, doctors' bills, and lots of expenses. The world owes us a living, but

we're sure not able to collect it. (She almost sobs.)

HAROLD (looking helplessly at Uncle Shem): I'll let you know, if I decide. (Uncle Shem ushers her out, and she is still muttering, "We sure need the work. We're Christian folks, too, but we're having hard times.")

(Harold walks to the window. Then he turns and speaks to the two uncles.)

HAROLD: It's no use. I'd like to have that farm; but the conditions under which you give it to me are terrible. Imagine requiring that I be engaged by twelve o'clock tonight. It is no use. I simply couldn't tie up with any of the girls you have brought up and passed in review. It's no use.

UNCLE JAPHET: There comes someone. Step behind that screen, Harold.

(Enter Judith, clever, neat, pretty, and sensible looking. She speaks to Uncle Japhet.)

UNCLE JAPHET: What's on today, Judith?

JUDITH: Just a committee.

UNCLE JAPHET: How do you, a farm girl, have time for committees, and all the things you do?

JUDITH (laughingly): Perhaps I don't have time; maybe I just take time. Everybody has twenty-four hours a day, you know.

UNCLE JAPHET: But you're a 4-H club leader, raise turkeys and chickens, and last year when the flood took everything, I remember you served chicken dinners to hungry townspeople, and lifted a slice from your father's mortgage.

JUDITH (protesting): It was nothing but what every girl would have done. You see, I budget my time, just as most folks budget their expenses: so much to work; so much to reading; so much for 4-H and rural clubs work; and so on. Which makes me think (looking at wrist watch) that I am to meet my committee at the library at 4 o'clock. Glad I saw you. (Is about to leave.)

(Harold appears from behind the screen. Uncle J. takes the hint and introduces them.)

HAROLD: I'm glad to know you, Miss Judith. If your schedule isn't too full, perhaps you could work in half days as attendant at our filling station. I need an office girl.

UNCLE J.: I can give references for Miss Judith.

JUDITH: That sounds promising. See me at five o'clock at the city library, and I will have decided. Goodbye, both of you. (Exit.)

HAROLD (sees her to the door, then turns back and slaps Uncle Japhet on the shoulder): I don't care anything about seeing your other candidate. She's candidate enough for me. Maybe I can persuade her to decide a more important question. I'll go on over to the library so as to be there. After all, you uncles mean well, but I believe I'm a better picker than you! (Exit.)

UNCLE JAPHET (chackling): He's never guessed that she is my candidate, and as long as it worked, I'll never tell him! (Quick curtain.)

### INTEGRATION OF CURRICULAR AND EXTRA CURRICULAR ACTIVITIES.

JAMES F. HOSIC,  
Teachers College, Columbia University.

Activities that are in fact extra curricular have no place in the common school at all. The curriculum of a school comprises the educational activities planned for its pupils and covers what is done outside of class as well as in. Historically the distinction set up by calling certain activities of the school extra curricular can be justified. No such distinction is now necessary or tenable. All of school life is potentially educative, the newer activities still often designated "extra curricular" most of all.

The principles to be followed in the effort to integrate are as follows:

Define the purposes of the school.

Determine what activities are most likely to realize these purposes and at the same time are feasible in the school and not adequately provided for elsewhere.

Organize the school in terms of these purposes.

Relate expression and the use of new acquisitions of knowledge, skill, habits,

and attitudes immediately to the processes of acquisition themselves.

Educate the teachers and patrons to the point where they are both willing and capable of supporting such a program.

The main process from the point of view of the pupils is that of participation—participation in planning, in carrying on, and in the critical evaluation of progress and results. Aims and methods should be consciously learned. Opportunity for leadership should be full and free. Teachers and pupils should be stimulated and guided in friendly co-operation.

The possibilities are almost unlimited in both elementary and secondary schools. Citizenship may be learned through taking part in organized social control. Publications may provide an outlet for the expression of opinion and creative production. Assemblies and other major school organizations may provide means of training in public appeal and social planning as well as in the wholesome enjoyment of leisure. School clubs open the way to the cultivation of special interest and aptitudes. The classes themselves should be conducted in the spirit of community effort. Finally the teachers who have the same pupils in their care should be organized into co-operative groups.—Dept. of Superintendence, Detroit, Mich., Feb. 24, 1931.

The kindly response of school people to the efforts of SCHOOL ACTIVITIES makes possible more and more help from really big names in the field of extra curricular activities.

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## DRAMATICS FOR EVERYBODY.

As a result of a meeting of a committee during the dramatic festival of the Wisconsin Dramatic Guild in Milwaukee, a new plan for dramatics in high schools is being proposed this fall. We quote from the introduction to the bulletin which will be sent to all high schools in the state:

"After two years of work in the Guild, there have been various reactions among the club members, and they have made a number of suggestions. Many of the members wish to emphasize the training value of dramatics, rather than the contest feature, which is possibly overemphasized by some groups. The object of the Guild, as expressed in its constitution, is to promote and encourage dramatic art; to develop the ethical character and poised personality of each participating individual; to quicken the sympathy through experiencing vicariously the emotional life of others; to furnish an incentive toward beautiful speech; and to stimulate interest in the writing of native drama."

According to the plan there will be a series of district contests to wind up the season's work. The outline also contains suggestions for playwriting.

## THE SHAVE-STORE.

Yesterday papa said: "Will it behave, if I should take it, while I get a shave?" 'N I said "Yes!" as loud as I could talk, So me en he, we went out for a walk. Clear to the Shave-store. En then I sat there

En papa clumb up in the dentist chair  
En had a bib on. En the shave man took  
En painted papa till he made him look  
Like frostin' on an angel-cake. Mm! he  
looked nice!

'N I thought the man was goan to cut a slice!

He took a knife en wiped en wiped it, but  
He didn't hurt my papa. He jus' cut  
The frostin' off his face, en took another  
Knife en wiped it on the piece of luther,  
En painted papa more, 'n' cut, 'n' cut  
En mussed his hair, 'n' slapped his face,  
'n' shut  
The ol' knife up, 'n' washed his face, he  
did,  
Like papa washes me, sometimes, 'n' calls  
me "Kid."

En he put baby-powder on him, too,  
En smelled him up. En when he was all  
through

The shave-store man says: "'Bye, young  
lady; when

You want another shave jus' call again."

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**JOHN H. ARNOLD, Cedar Falls, Ia.**



## Games for the Group

### Confessions Game.

Guests are happiest at a party when they take a part in the entertainment.

Pass slips of paper to each guest, and pencils. Ask each one to write his *earliest ambition*, not just mentioning that he wanted to be a teacher, an engineer, or what not, but telling what sort of a teacher, engineer, etc., he wanted to be.

Then the leader reads the *ambitions* aloud, and everyone guesses whose confession each one is. It is a great lark, for sometimes—in fact, generally, the early plans have gone far afield.

Another plan is the same stunt, except that you ask them to write their *secret dream* or *suppressed desire*. These are hard to guess, for many people cherish some ambition all their lives, and never admit it to the world.

### Hunting For Talent.

A member of the party is blindfolded and led before a box containing a number of slips of paper on which have been written commands like the following:

"Sing Annie Laurie," "Speak a piece," "Juggle three apples," "Call a certain person on the telephone and congratulate him on winning of that \$100 prize," "Dance with the hostess or host," "Imitate Charley Chaplin or some local person," "Give a recipe for making a cake" (if a man) or "The description of an evening dress" (if a man) or "How to put up an aerial" (if a woman), "Imitation of your wife, friend, husband, while driving a car or taking in the wash," "Broadcast over an imaginary radio."

These commands can be increased or changed to meet local conditions. The blindfolded person takes out one of the slips.

Then the blinded person attempts to catch some member of the party. If he succeeds and is able to identify the person thus caught while still wearing the blindfold, the person thus apprehended must do what the slip commands. After the command stipulated on the slip of paper has been carried out to the satisfaction of the majority present, the one

caught is blindfolded and draws a command. Those who have performed drop out of the circle.

### A Drawing Game.

To give everyone a rest after some lively game, each boy and girl is provided with a numbered square of white paper or pasteboard, and a pencil. The master or mistress of ceremonies then prepares a numbered list of animals, one animal for each player, and tells each player quietly to draw the animal corresponding to the number on the list. For instance, if "kangaroo" is numbered 14 on the list, the boy or girl with number 14 card must draw a kangaroo. When all have completed their drawings, the cards are spread on the table. All players examine them, and compile numbered lists of what animals they believe the drawings represent. For instance, if one boy thinks number 14 drawing represents a tiger, he will so name it on his list. The player naming the greatest number of drawings correctly wins the game. Besides testing the players' drawing ability, this game will create much amusement, for there will be many amusing drawings of the animals.

### Test Your Pronunciation.

By JAMES J. ANDERSON.

In another day when spelling was considered the essential subject along with arithmetic the following curious piece of composition defied the assaults of a whole school of embryonic teachers. The prize was a Webster's dictionary but it remained in the teachers' institute because no competitor attained a perfect score in pronunciation. In fact, the least number of mistakes was twelve.

"A sacrilegious son of Belial, who suffered from bronchitis, having exhausted his finances, in order to make good the deficit, resolved to ally himself to a comely, lenient and docile young lady of the Malay or Caucasian race. He accordingly purchased a calliope and coral necklace of a chameleon hue, and securing a suite of rooms at a principal hotel he

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engaged the headwaiter as a coadjutor. He then dispatched a letter of the most unexceptional calligraphy extant, inviting the young lady to a matinee. She revolted at the idea, refused to consider herself sacrificable to his desires, and sent a polite note of refusal; on receiving which he procured a carbine and bowie-knife, said that he would not now forge letters hymeneal with the queen, went to an isolated spot, severed his jugular vein and discharged the contents of the carbine into his abdomen. The debris was removed by the coroner."

### A Name-Story Contest.

Provide the contestants with writing materials and instruct them to write interesting stories, working into those stories the names of people of the town, names of cities of the United States, or names of the counties of your state. Here is "A Minnesota Love Story," taken from the *Minnesota Farm Bulletin*, which illustrates how the names of the counties may be used in such a story. Provide a road map for each contestant.

#### A MINNESOTA LOVE STORY.

It all happened on a moonlight evening in June. Will and Mary were seated on a Rock watching the *Clear water* of the Lake as it lapped idly at the roots of a huge *Cottonwood* tree. The bright rays of the moon made the trees seem like *Redwood* beside a *Red Lake* and in the quiet of the evening the water seemed like a real *Lake of the Woods*. Suddenly Will decided to *Marshall* his courage and *Pope* the question.

"Mary darling," he began, "your *Brown* eyes are wonderful; the *Goodhue* of your cheeks is marvelous. You're so sweet I should expect to see a *Renville* itself with the honey of your lips. Whenever I am away from you I find my heart *Aitkin* for you. I *Pine* for you. Will you *Murray* me?"

Mary was thrilled with so ardent a proposal but she decided to test her lover and see whether he was *Lyon* to her or not. She looked down at the *Bigstone* on which they were sitting, dug her toe into the *Clay* at her feet, and her eyes were *Benton* the *Blue Earth* about them as she replied: "Why should I put on a *Mother Hubbard* apron for you more than for someone else? Why should I *Cook* your *Rice* or *Chippewa* at your crusts? When you have a hen for your dinner

why should I *Carver*? Would I get more than a *Crow Wing* for my share anyway? Do you realize that I have other suitors who have *Carlton* me many times? Even now some are on the way to ask for my hand. Do you know that *Jackson* one road and *Kittson* another, both racing to see who will reach me first? Also, if *Isanti* message, do you realize it would put *Morrison* the road, too? Or that I could get *Martin* half an hour? These men are among the *Nobles* of the land. If one of them should arrive now, what would you do?"

Will's answer was prompt and blunt. "You must think I am *Meeker* than I am. Perhaps you wanted to see if I *Waseca* to the task. No boy *Norman* shall *Steele* you from me. I would hit him with *Anoka* club or whatever was *Wright* at hand. I would tie his hands with his *Belt-rami* handkerchief in his mouth, give him a *Swift Polk* that he couldn't *Dodge* and send him on his way. Then where would your *Fairbault* be? Forget it, *McLeod* your answer, *Grant* my request and we will set up housekeeping in the little *Houston* the hill."

Still the maiden was not convinced. "I am a *Freeborn* daughter of the soil," she said, "and the man I marry must be able to bring me *Mower* happiness than could anyone else. Can you *Fillmore* fully than anyone else, my cup of life and happiness? If my necklace should *Lac qui Parle* could you add it? Or would married life with you just mean *Washington* after ton of dirty dishes? Would it mean merely a *Lincoln* a chain of work? When I have taken such a step, *Kanabec* step be taken? The average man seems to think it just *Stevens* the account if he provides enough to eat and a new dress every five years. He expects his wife to clean his *Pipestone* his cherries, watch *Chisago* and do all the rest of the chores. If I were unhappily married I would be a hard one to live with. I would *Sherburne* the gravy and pour the milk down *LeSueur*. I would not come at the *Becker* call of any *Mahnomen*. If I felt ugly I wouldn't *Koochi-ching* no matter how hungry you were. If we had rolling pins in our house I would *Hennepin* to my husband every once in a while. *Wil-kin* you see my position now? Do you really love me?"

Desperately the young man tried to convince her. "The trouble with me is," he said, "I can't make you see how much I love you. If I had *Douglas* and played

more, I could have learned what to do and say. *Olmsted* of telling it to you in such plain, blunt language I would have had an *Ottertail* to tell you. The flowers and *Kandiyohi* have had, have not *Todd* you enough. But when I had a job to do or some money to earn I could always make *Dakota*. If a *Mille Lacs* wheat can it turn out flour? Unless the water flows past the *Stearns* of the boats, can they make any progress? I can understand action but I can't make pretty speeches. Gold is the *Yellow Medicine* that cures many troubles. The business man *Ramsey* handful of gold into many situations but it doesn't help here. I should have practiced *Penning-ton* der notes to you before I spoke. Great *Scott*, girlie, I am mad about you but I don't know how to tell it. Does *Itasca* lot of you to believe it?"

"And I'm *Sibley* mad about you," replied the girl, "but you *Roseau* easy to my bait that I had to string you along a while. I'm glad I did, though. I always knew you were wonderful, but I didn't realize *Watonswan* you were until you got warmed up. Yes, big boy, I'll *Cass* my lot in with you. Together we'll *Traverse* the sea of matrimony. I *Wadena* marry you if you didn't have a sent in the world. Then when you can earn a *Nicollet* us spend it, otherwise we'll live on love and kisses only. I'm a lucky girl, big boy; I can't see *Winona* the other girls didn't get you instead of me. But, Will, I'm catching cold, this *St. Louis-iana* you know; if you can't *Wabasha* around me, slip your arm around me and keep me warm."

### Ways of Getting Partners.

1. Write half of a quotation on one slip of paper, and the last half on another. Give these out as the guests arrive, half to the girls, and the second half to the boys. Only well-known quotations should be used, like "Give me liberty or give me death," etc.

2. Proverbs, cut in half, make good ways for pairing off. "All is not gold that glitters," etc.

3. Conundrums, half on one card and half on the other, are successful. "When is a pie like a poet?" "When it is *Browning*." "Why is A like a honeysuckle?" "Because a B follows it." "When is a door not a door?" "When it's a-jar." "What do they call a flapper who travels

on a Pullman from Chicago to Kansas City?" "A passenger," etc.

4. Author may be written on one card, and book on the other, if you choose books pretty well known.

### HOW TO SET THE TABLE.

The girl giving this recitation should have a table before her, with table cloth, napkins, and dishes ready to work with, and should perform each operation as she speaks. Before starting she should announce that she is going to demonstrate as well as tell how to set the table. Better practice before hand. Speak slowly and take time for each action.

Spread the cover, count each face,  
Lay a plate to mark each place.  
At right the knife and spoon we lay,  
On left the fork and napkin gay.

At tip of knife place glass of water,  
And left a plate for bread and butter.  
Where mother sits the tea things go,  
Cream, sugar, teapots, cups, you know.

In front of father's place so neat  
Lay knife and fork to serve the meat.  
The other dishes coming soon  
Need each a shining tablespoon.

A plate for bread, the staff of life,  
And one for butter, butter-knife.  
Some salt and pepper, don't forget,  
And now the supper table's set.

*Practical Home Economics.*

## SCHOOL AND HOME

A Magazine published November,  
January, March, May

by the

PARENTS AND TEACHERS ASSOCIATION  
OF THE ETHICAL CULTURE SCHOOLS

33 Central Park West  
New York City

January Issue: *The Normal School*

Thirty cents a copy    One dollar a year



## Stunts, and Entertainment Features

For Parties, Banquets, Assemblies, and Money-Making Entertainments.

### Billy Boy.

(A stunt for between the acts of a play.)  
By VERA HAMILL-HAFER.

#### Characters.

**BILLY**, a small boy with a good singing voice. (Should be dressed in outlandish fashion, with a large hat, red tie, spotted vest, etc.)

**HIS WIFE**, the tallest boy in school. (Should be dressed as a girl in the most ridiculous regalia with false curls, a silly hat, etc.)

**A GROUP OF GIRLS** with singing voices. (Modern costumes.)

**THE WIFE'S MOTHER**. (Short, padded with pillows, and waddling.)

Scene: Any place.

(The curtain rises revealing the girls grouped informally on the stage.)

**FIRST GIRL**: I wonder where Billy is tonight?

**SECOND GIRL**: Yes, have any of you seen Billy lately?

**THIRD GIRL**: Sh-h-h! Here he comes, now. Let's ask him where he's been.

(Billy enters, the pianist strikes up the tune of "Billy Boy.")

**GIRLS** (singing):

Where have you been, Billy Boy, Billy Boy,

Where have you been, charming Billy?

**BILLY** (singing):

I have been to see my wife,

She's the joy of my life,

But she's a young thing, and can't leave her mother!

**GIRLS**:

What is her name, Billy Boy, Billy Boy,

What is her name, charming Billy?

**BILLY**:

Her name is Josephine, she's as pretty as a queen,

But she's a young thing and can't leave her mother!

**GIRLS**:

Has she got a lot of style, Billy Boy, Billy Boy?

Has she got a lot of style, charming Billy?

**BILLY**:

Yes, she's got a lot of style; has admirers by the mile;

But she's a young thing, and can't leave her mother!

**GIRLS**:

Can she play upon the lute, Billy Boy, Billy Boy?

Can she play upon the lute, charming Billy?

**BILLY**:

She can play upon the lute, if the neighbors will not shoot,

But she's a young thing, and can't leave her mother!

**GIRLS**:

Have you known her very long, Billy Boy, Billy Boy?

Have you known her very long, charming Billy?

**BILLY**:

Now your question brings me tears—

Yes, I've known her forty years!

But she's a young thing and can't leave her mother!

**GIRLS**:

Will you let us meet your wife, Billy Boy, Billy Boy?

Will you let us meet your wife, charming Billy?

**BILLY**:

Sure, I'll let you meet my wife! Greatest pleasure of my life!

(Goes to the wings, and brings in wife, who bows to the girls and the audience, and says, "How do you do?" in a thin falsetto.)

**BILLY**: But she's a young thing, and can't leave her mother! (The wife runs to the wings and brings in her mother.)

*Curtain.*

### "Outside" Night.

If you are in need of funds for a cause that will get the sympathy of the public, appeal to that public for help in making up a program. Let the student body pay for seats while outsiders furnish the entertainment, for a change.

Do not call upon only those people who are always called upon. There are people who can sing and who are not the ones

called upon to sing at every funeral. There are those who can give readings creditably but who have never had their work broadcast over the radio. There are old-time entertainers who have not for years had a chance to appear before an audience. Send out scouts to locate talent that is recognized only within a small circle of friends. Throw together an un-heard-of combination into a quartet.

Then advertise. Let the entertainers know how much they are being counted upon. Get their friends and relatives to talk the coming entertainment. Connect the worthiness of the cause with the kindnesses extended by the talent.

Provide leadership. Arrange for rehearsals. Balance the program. Use outsiders for ushers. Sell tickets in advance. Show everybody a good time.

### A "Bobby Burns" Assembly.

By MARY BONHAM.

Since the birthday of Robert Burns comes this month, this will make a fitting program.

Life of Robert Burns (oral or written.)  
Song, "Flow Gently Sweet Afton"  
(duet).

Reading, "A Man's a Man for a' That."  
Story of "Tam O' Shanter," (oral).

Song, "My Heart is in the Highlands."  
Reading, "Highland Mary."

Reading, "Farewell to Nancy."

Song by boys, "Annie Laurie."

Medley of Scotch songs (arranged by Mary Bonham).

Comments with connected quotations from Burns' poems. (One person may read the comments while others give the quotations at the proper time, thus using many more children on the program.)

Song, "Auld Lang Syne" (old long since).

#### MEDLEY OF SCOTCH SONGS.

ONE: Oh where and oh where is your Highland Laddie gone?

Oh where, and oh where is your Highland Laddie gone?

GIRL: He's gone to fight the foe—

HERALD: Scotland's burning, Scotland's burning! Look out, look out!

BOY: Bonny Jocky, blithe and gay,  
(taken from "Within a Mile of Edinboro Town")

Kissed sweet Jenny makin' hay.

The lassie blushed and frowning cried—

GIRL: Flow gently, sweet Afton, among thy green braes;

Flow gently, I'll sing thee a song in thy praise—

BOY: (Tune, "Comin' Thru the Rye")

Comin' thru the rye,

If a body meet a body

Comin' thru the rye,

If a body kiss a body

Should a body cry?

CHORUS: Should auld acquaintance be forgot,

And never brought to mind?

Should auld acquaintance be forgot—

GIRL: Oh ye'll take the high road, I'll take the low road,

And I'll be in Scotland a-fore ye—

But me and my true love, we'll never meet again—

BOY: Where early falls the dew,  
And 'twas there that Annie Laurie

Gave me her promise true,

Gave me her promise true,

Which ne'er forgot will be;

And for bonnie Annie Laurie

I'd lay me down and die.

CHORUS: Ye banks and braes of Bonny Doon,

How can ye bloom sae fair?

How can ye chant, ye little birds,

BOY: While I sae sad and full of care?

GIRL: The pair auld folks at home, ye mind,

Are frail and failing sair;

And well I ken (know) they'd miss me, lad,

Gin (if) I came hame nae mair. (more)

The grist is out, the times are hard,

The kine are only three;

I canna' leave the auld folks now,

We'd better bide a wee.

I canna' leave the auld folks now,

BOY and GIRL: We'd better bide a wee.

BOY: (Tune, "O Wert Thou in the Cauld Blast")

Oh were I monarch of the globe,

With thee to reign, with thee to reign,

The brightest jewel in my crown

Wad be my queen, wad be my queen.

### School Songs.

#### LOYALTY SONG.

(Tune: "Peggy O'Neill.")

We have searched up and down and we can't find a town

That we love like our own anywhere.

You can take it from me, come over and see

What all high school "kids" declare—

We can sing it every day: "Best town on the map!"

(Name of town spelled); we don't give a rap

If old Gabriel his trumpet should blow,  
Straight to this high school we students would go.

There we would still abide, there we are satisfied;

We've the best town on the map!

#### GIRL RESERVES.

(Tune: "Always.")

Girl Reserves are neat—Always.

They are quite discreet—Always.

From their head to feet

They are hard to beat,

For they are so sweet—

Always, always.

Girl Reserves are wise, always,

For they turn their eyes, always,

To the deep blue skies

Where the blue bird flies—

Oh, they take the prize,

Always!

#### HI-Y SONG.

(Tune: "Solomon Levi.")

We're the boys of Hi-Y Club you've heard so much about,

The people always look at us whenever we go out.

We're noted for our winning ways and the worthwhile things we do;

Most all the high school likes us, and we hope you like us, too.

Here's to our Hi-Y Club, tra-la-la-lou-la-lee,

Here's to our Hi-Y Club, that's the bunch for me!

We've got the rep, we've got the pep, and you can plainly see

The weekly Hi-Y meetings are a mighty fine place to be!

#### The Library Promenade.

EVA DUNBAR.

A group of young people held a "Library Promenade" where every one represented some beloved fiction character.

The brief, calico skirts of Rebecca of Sunnybrook Farm fluttered in an enchanting waltz with that Chinese autocrat, the saffron-skinned Mr. Wu. A decidedly "Dickenish" youth, ruffled stock, brocaded waistcoat, was in animated conversation with flopsy Topsy, kinky curls and sack-cloth.

Our own Jo March of Little Women danced with the wispy Wonderful Man of

Oz. "Freckles" was there; swashbuckling pirates; shy, poke-bonneted lasses; all the dear, delightful characters stepped from the printed page in a colorful pageant of fiction folk. Each one had to introduce himself and tell about his friends, occupation, etc. If the others haven't guessed their identity before, this little talk will help.

After a rollicking "Paul Jones," cider and crullers may be served.

#### STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

of School Activities Magazine, published monthly except June, July and August, at Topeka, Kansas, for October 1st, 1931.  
(County of Shawnee)

State of Kansas ) ss.  
)

Before me, a Notary Public in and for the State and county aforesaid, personally appeared R. G. Gross, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: School Activities Pub. Co., Topeka, Kansas.

Editor: C. R. Van Nice, Morrill, Kansas.

Managing Editor: C. R. Van Nice, Morrill, Kansas.

Business Manager: R. G. Gross, Topeka, Kansas.

2. That the owner is: School Service Co., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: C. R. Van Nice, Morrill, Kans.; R. G. Gross, Topeka, Kans.; T. H. Reed, Topeka, Kans.; Olin D. Beck, Topeka, Kans.; Nelson Ives, Topeka, Kans.; Earl Ives, Topeka, Kans.; L. Odessa Davidson, Salina, Kans.; G. W. Akin, Morrill, Kans.; Elizabeth M. Gross, Topeka, Kans.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in said stock, bonds, or other securities than as so stated by him.

R. G. GROSS,  
(Signature of Business Manager)

Sworn to and subscribed before me this 28th day of September, 1931.

(Seal)

MARTIN G. MILLER,  
(My commission expires November 15, 1934.)

## Wouldn't it Ease the Strain . . .

to have complete ready-made plans for your school banquet, eats, favors, program, decoration, and all? Send me your occasion, size of school, etc., and I'll prepare an original evening's entertainment complete for you for just \$10.

**ANNA MANLEY GALT**

"Ghost Writer"  
Emporia, Kansas



## Book Shelf

For the convenience of our readers we offer this list of books of various publishers. We do not say that these are all the good extra curricular books, but we do say that all these extra curricular books are good. In time and with the help of our friends we hope to add other worthy numbers to this list.

### EXTRA CURRICULAR ACTIVITIES (General)

**A Handbook of Extra Curricular Activities**, by Harold D. Meyer. This is one of the most popular among extra curricular books. It contains 416 pages and deals with every phase of the subject. Character building and student participation in school government are given parts in the book, as well as are the more specific matters such as the annual, athletic contests, social functions, special day programs, school dramas, etc. Price, \$3.

**All School Activities**, by F. C. Borgeson. This book differs from most extra curricular books in the fact that it treats of activities for the elementary grades. It is a new book, one that meets a great demand, and one that is of immense value in its field. Elementary schools welcome this book. Price, \$1.

**Extra-Classroom Activities**, by R. H. Jordan, Professor of Education in Cornell University. This book differs from other books in its field in the fact that it presents a unified plan for extra curricular activities through both elementary grades and high school. It contains 312 pages of sound theory and practical ideas presented in an interesting way. Price, \$2.50.

**Extracurricular Activities**, by Harry C. McKown. This is a standard book in the field of extra curricular activities. It treats the subject both generally and specifically. One who has access to this book will have opportunity for complete knowledge of what extra curricular activities mean and of how one should proceed to get the values they offer. Price, \$3.

**Extra Curricular Activities in Junior and Senior High Schools**, by J. Roemer and C. F. Allen. This book is one that has extended its scope to cover both junior and senior high school interests. It contains 333 pages. The authors have made it a practical handbook and a readable discourse on extra curricular matters. Price, \$2.

**Group Interest Activities**, by F. C. Borgeson. This book is a companion book to *All School Activities* and takes up in a more specific way where that book leaves off. The two give a complete treatment of all elementary school activities. This volume should be in every elementary school. Price, \$1.

**Extra-Curricular Activities in Secondary Schools**, by Elbert K. Fretwell. The author of this book is recognized as the leader in the great extra-curricular movement. His work and leadership as Professor of Education in Teachers College, Columbia University, have made him the pre-eminent authority in the extra-curricular field. This book is his masterpiece. Price, \$2.75.

**Point Systems and Awards**, by Edgar G. Johnston. In this book the author gives types of point systems now in use and shows how such systems may be used to best advantage in guiding, stimulating, and limiting pupil participation in extra curricular activities. He tells how to proceed in introducing a point system and how its administration should be carried on. Price, \$1.

### THRIFT AND FINANCING STUDENT ACTIVITIES

**Financing Extra Curricular Activities**, by Harold D. Meyer and S. M. Eddleman. This book gives plans for raising money, methods of distributing finances, and systems of accounting for moneys. It gives forms for use in budgeting and accounting. It is a new book and one that gives definite and practical help in financing all branches of extra curricular activities. Price, \$1.

**How to Plan and Carry Out a School Carnival**, by C. R. Van Nice. This is a school carnival book written from the viewpoint of a school executive. It gives a general plan of organization for a school carnival and detailed instructions for carrying out that plan. It describes a number of advertising and money-making features. Throughout it treats the school carnival as both an educational project and a money-making enterprise. Price, 50c.

**Thrift Through Education**, by Carobel Murphy. Here we have the author's account of the highly successful experiment in thrift education as carried on in the Thomas A. Edison High School, Los Angeles. This book meets a very great need of high schools at the present time. It gives junior and senior high school teachers definite and workable ideas by which to develop thrift, business judgment, and habits of saving. Price, \$1.

### THE ASSEMBLY

**Assembly and Auditorium Activities**, by Harry C. McKown. This is a new book by this well-known authority in extra curricular matters. It contains 462 pages and treats every phase of the problem of developing assembly and auditorium activities that are powerful forces toward the achievement of secondary school objectives. Its emphasis is upon practical material, and it offers programs and program material that are appropriate for all kinds and sizes of schools and all grades within these schools. Price, \$2.50.

**Assembly Programs**, by M. Channing Wagner. This is a new and popular handbook on assembly programs. It gives principles, aims, and objectives of the school assembly. It describes the various types of assembly and shows how they may be correlated with the curricular work of the school. The author gives suggested programs for a whole school year. Price, \$1.

### HOME ROOMS

**Home Rooms—Organization, Administration, and Activities**, by Evan E. Evans and Malcolm Scott Hallman. This book gives both general and detailed treatment of the home room as it is now conceived by leading educators. The book is strictly new and a most up-to-date publication in home room organization, planning, and development. Price, \$1.

### SCHOOL CLUBS

**High School Clubs**, by Blackburn. Here is a book that gives the essentials of school club organization and direction. While it is not intended to be an exhaustive treatment of the subject, it does give an abundance of practical help. For a club sponsor with limited training, this book should be among his first library references. Price, \$1.25.

**School Clubs**, by Harry C. McKown. This is a most complete treatment of the subject of school clubs. It suggests an exhaustive list of club projects and purposes. It gives instructions in the matter of club organization and management. It gives the readers a vision of club possibilities and a broad concept of the field. Price, \$2.50.

**The School Club Program**, by Harold D. Meyer. This is one of the newest books of this outstanding authority on extra curricular activities. It offers a wealth of suggestions for club organization and administration and gives its readers the benefit of the latest developments in that field. It gives those who have the responsibility of directing school clubs definite and practical help. Price, \$1.

### MUSIC ACTIVITIES

**The Everybody Sing Book**, edited by Kenneth S. Clark. A real American collection of songs for group singing in school, home and community. It includes a wealth of traditional favorites, hymns and carols, negro spirituals, close harmony numbers, old time popular songs, greetings, stunt songs, and new club selections. It gives words and music for over 175 songs—all popular favorites. Price, 25c. Price per hundred, \$20.

**The Golden Book of Favorite Songs**. This is a popular and widely known song book. Its exceptional merit and low price make it suitable for schools of all kinds and for community singing. It contains a choice selection of popular songs for all ages and for every occasion. Price, 20c; per doz., \$1.80.

**The Gray Book of Favorite Songs**. This is a companion book to the *Golden Book of Favorite Songs* and it is gaining similar wide popularity. It is a collection of songs selected especially for assembly singing. It contains popular hymns, negro spirituals, songs of early days, sea songs, stunt songs, rounds, songs for special day, unison songs, and songs for male voices. Price, 20c; per doz., \$1.80.

### ATHLETICS

**Athletic Dances and Simple Clogs**, by Marjorie Hillas and Marian Knighton. This is a book of simple athletic and dance for the modern boy and girl. These dances include something of the stunt quality, but with sufficient character for the dancer to acquire accuracy of movement, poise, control, and relaxation. It is illustrated with 42 photographic reproductions. Price, \$2.

**88 Successful Play Activities**, a compilation of play activities recommended by the Playground and Recreation Association of America. It includes competitive events with handicraft articles, old time games, shows, exhibits, athletic activities, art activities, music activities, dramatic activities, and miscellaneous special activities. It has 128 pages in paper binding. Price, 60c.

**Handbook of Athletics for Coaches and Players**, by Graham Bickley. This is a simple, readable, practical athletic handbook of a general nature. It is divided into four parts—baseball, track, basketball, and football. It gives sound and fundamental coaching instructions in each of these four major departments of school athletics. Price, \$1.80.

**Intramural Athletics**, by Elmer D. Mitchell. This book shows how a system of athletics that will include large numbers of a student body can be introduced and carried on. It is the highly satisfactory result of the author's years of investigation and experience. It makes possible in every school benefits of athletics to those students who need them most. Price, \$2.

**Intramural Athletics and Play Days**, by Edgar M. Draper and George M. Smith. This is a handbook of intramural athletic activities. It gives a clear, concise view of the field, also definite ideas on organizing and directing an intramural program of athletics. It extends its treatment of intramural games and play days to include the interests of girls as well as boys. Price, \$1.

**My Basket-ball Bible**, by Forrest C. Allen. This book occupies an important place in the literature of sports. The author is widely known and immensely popular. Backed by seventeen years coaching experience with fifteen championships, Dr. Allen speaks with authority. No school with basketball interests can afford to be without this book. Price, \$4.

**Play Days for Girls and Women**, by Margaret M. Duncan and Velda P. Cundiff. This book was written to meet the demand for material on programs for days when girls from several schools come together to play with rather than against one another. This book has more than met that demand. It has done much to stimulate the movement. It is complete, clearly written and well illustrated. Price, \$1.60.

**Practical Football**, by Guy S. Lowman. This treatise on football represents the wide and successful experience of its author. It is a textbook in football. It stresses the fundamentals of the game and the best methods of teaching them. Many athletic directors of colleges as well as high schools regard this book as one of the very best available in its field. Price, \$3.

**Recreative Athletics**, prepared by the Playground and Recreation Association of America. This book contains more than two hundred pages printed in small type. It gives literally hundreds of practical suggestions for programs of recreative athletics, games, and sports. A most excellent and complete book. Price, \$1.

**Recreational Games and Programs**, by John A. Martin. This is a compilation of over two hundred games selected by the National Recreation Association. Some of the games are old ones. Many of them are new. All of them are worthy of a place among the best. All directions are given concisely but in sufficient detail to make direction of the games easy. Price, 50c.

**Team Play in Basketball**, by J. Craig Ruby. This book is particularly noted for its treatment of systems of play. By scores of drawings and illustrations it points out for the coach systems of play to aid his own team and to defeat the systems of the opponents. It may be thought of as an advanced course in basketball coaching. Price, \$2.50.

**The Psychology of Coaching**, by Coleman R. Griffith. This book is the product of a psychologist's excursions into the field of athletic competition. It points out in a convincing and interesting manner the fundamental principles underlying the behavior of people as it bears upon the work of coaching. Every coach of competitive athletic contests should have this book. Price, \$2.

**The Science of Basket Ball**, by Walter E. Meanwell. This is a standard text. Just as its author has been an outstanding coach, so has his book been an outstanding book. Its diagrams, illustrations, and clear, interesting, authoritative discussions make it a classic. Price, \$3.50.

**The Technique of Basket Ball Officiating**, by James R. Nichols. This is a book that should come into the possession of every basketball official. It tells him just what he needs to know and reminds him of just what he should remember. It is interesting, authoritative, and complete. Its value can not be estimated for one who referees. Price, \$1.50.

### SCHOOL DRAMATICS

**Dramatics**, by Pearle LeCompte. Here is a book that gives in a condensed and interesting way the methods and technique of leadership in dramatics in the secondary school. It is definite, concise, practical, and authoritative. This should be one of the first books to be made available to the director of dramatics. No book in the field offers a greater value. Price, \$1.

**Runnin' the Show**, by Richard B. Whorf and Roger Wheeler. This is a book of instructions for the amateur stage director. It solves problems of scenery, stage lighting, and miscellaneous stage light and sound effects. It gives sixty illustrations and tells in an interesting and understandable manner the many things an amateur stage director should know. Price, \$1.

**Time to Make Up**, by Richard B. Whorf. In this book the author, who is an art director and actor, gives a clear description of every phase of the art of make-up. He tells what materials are necessary and describes the methods of using them to obtain any desired effect. The author's clear, concise style of writing and his many pen and ink sketches make this book simple and fascinating, as well as accurate and complete. Price, \$1.25.

### SCHOOL PARTIES

**400 Games for School, Home, and Playground**, by Elizabeth Arker. This book is well known and a standby in most recreation circles. It gives more than four hundred games providing for every age, purpose, and occasion. It contains 320 pages and numerous illustrations. It describes every kind of game that schools could use. Price, \$1.50.

**Games for Everybody**, by May C. Hofmann. This book gives a lot of favorite games both new and old. It was intended for both children and grown-ups. Consequently it fits well into the recreational needs of secondary schools. It offers games for various purposes and to fit the seasons and special occasions. Contains over two hundred pages and some illustrations. Price, 75c.

**Handy**, by Lynn Rohrbough. This book has, in a very few years, become a standard manual of social recreation. It gives mixing games, active games, social games, mental games, dramatic stunts, social songs, and several chapters on recreation programs and leadership. It is published by the Church Recreation Service, but it is well suited to school use. Price of library edition, \$1.75; of the loose-leaf edition, \$2.50.

**Handy II**, by Lynn Rohrbough. This new Church Recreation Service book has promise of such wide popularity as its companion, *Handy*. The following section titles will give some idea of the contents of the book: Program Sources, Socializers, Games of Skill, Big Times in Small Places, Table Fun, Treasures from Abroad, Singing Games, Rhythmic Mixers, Quadrilles, Folk Songs. Price of loose-leaf edition, \$2.50.

### SCHOOL PUBLICATIONS

**Student Publications**, by Geo. C. Wells and Wayne H. McCalister. The teachers and students in charge of school publications will find this a practical handbook. It is definite yet broad in its scope. Chapters are given to the school newspaper, the student handbook, the yearbook, the student magazine, and other publications. Price, \$1.

### PROGRAMS AND ENTERTAINMENTS

**Crazy Stunts**, by Harlan Tarbell. This is a book written to satisfy the persistent demand for all kind of comical stunts. Most of the twenty-six stunts described have been derived from the author's experience on the stage. Yet this is a book for amateurs and one that schools can make good use of in designing programs of a light and humorous nature. Price, \$1.

**50 Successful Stunts**, by Katherine Ferris Rohrbough. Here is a book of stunts such as recreation leaders always need and for which there is a great demand. The stunts described in this book may be depended upon to please any audience. They were made available to the author through her experience in connection with a national recreation service and its publications. Price, \$1.50.

**High School Stunt Show and Carnival**, by Willard B. Canopy. This book tells how to advertise the show, organize committees, plan the parade and booths, and manage the various side shows. Thirty-four stunts and nineteen side shows are described in detail. All are successful fun-makers, yet they are all easily planned and carried out. Price, \$1.

**How to Put On an Amateur Circus**, by Fred A. Hacker and Prescott W. Fames. This book tells how to organize an amateur circus, how to construct the "animals," and how to build and use the other necessary equipment. By detailed description accompanied by over sixty diagrams, working drawings, sketches, and photographs this book tells how to carry out a whole circus—animal and acrobatic acts, clown stunts, side shows, and parade. Price, \$1.75.

### MISCELLANEOUS

**After-Dinner Gleanings**, by John J. Ethell. This is a book of clever anecdotes, humorous stories, and short talks of a serious nature. It has a unique plan of organization by which appropriate stories may be brought into a talk or toast. It will furnish material for a clever speech—readymade, yet in a way original—for any person, any time, any place. Price, \$1.25.

**Good Times for All Times**, by Nina B. Lamkin. This is the most complete book of its kind ever compiled. It is in every sense an encyclopedia of entertainment. In it is described every sort of festival, ceremony, stunt, and entertainment. It contains 8 ceremonials, 14 tableaux, 20 festivals, 24 dances, 24 parties, 50 stunts, 64 stunt races, 120 games and contests, 25 charades and pantomimes, 80 short selected bibliographies and 18 carnivals, shows, and circuses. Price, \$4.

**Poems Teachers Ask For**, a compilation of poems selected by readers of "The Instructor" as best adapted for school use. All the poems are suitable for reading, reciting, memory work, character study, and similar purposes. The poems, 480 in all, are published in two volumes of 214 pages each. Price, Book I or Book II, \$1.

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As the knife must follow its edge, as the arrow must follow its point, so must the curriculum follow extra curricular activities.

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For the READER who enjoys a laugh and who reads jokes for his own amusement.  
For the ENTERTAINER who needs jokes and other humorous material out of which to produce comedy acts.  
For the SPEAKER who in conversation or public address would liven up his remarks with humorous illustrations.

### "WEAK HEART NEVER—"

Dentist's Daughter: "Well, have you asked papa for my hand?"

Her Sweetie: "No, every time I step into his office I lose courage. Today I allowed him to pull another tooth."

### FRIGHTENED INTO IT.

"How long have you been working for this company?"

"Ever since they threatened to fire me."

Darnley: "What was the cause of the collision at the corner today?"

Hitzitt: "Two motorists after the same pedestrian."

"I wish," she sighed, laying down the newspaper, "that we lived in a house where everything is done by touching buttons."

"I wish," sighed her husband, "that I lived in a shirt that had buttons to touch."

"Your confounded hair restorer has made my hair come out more than ever!" growled the customer.

"Ah, you must have put too much on, sir!" replied the quick-witted barber. "Made the hair come all the way out, instead of only halfway."

Old Gent: Here, what do you mean by selling me a paper and yelling, "United States vessel gone down with all on board"? There's been no mishap!

Newsboy: Of course not—it was a submarine.

She was sitting in a dark corner. Noiselessly he stole up behind her, and before she was aware of his presence he had kissed her.

"How dare you!" she shrieked.

"Pardon me," he bluffed, readily. "I thought you were my sister."

"You dumb ox. I am your sister."—*Pathfinder.*

### FINE.

Employer (to new boy): "And has the foreman told you what to do?"

Apprentice: "Yes, sir. He told me to wake him up when I saw you coming."

Clover Hay: "Oh, mother, I've spilt that paper of little tacks in Dad's bedroom and I know I can't pick them all up."

Mrs. Hay: "Never mind, Clover; your father'll find the rest when he takes off his shoes to go to bed."

### NO USE TRYING.

Johnny: "I didn't bring an excuse for being absent yesterday 'cause ma was too busy to write one this morning."

Teacher: "Then why didn't your father write one?"

Johnny: "Shucks, he's no good making excuses. Ma catches him every time, and you're marter'n ma."

### Wow!

The very stout old lady went to the zoo and was watching the keeper feed the lions.

"Pears to me, Mister," she said, "that ain't a very big piece of meat for such an animal."

"Madam," said the polite attendant, "I suppose it does seem a small piece of meat to you, but it's big enough for the lion."

New Boss: Strange as it may seem, I'm a crank on simplified spelling.

Steno Gert: That's O. K. with me, chief. I ain't never been particular, either.—*The Pathfinder.*

### HANDICAPPED.

Two small boys were puzzling their brains to invent a new game. At last one of them said, eagerly: "I know, Bill: let's see who can make the ugliest face."

"Aw, go on," was the reply. "Look at the start you've got already."